

Restitution

Create conditions for the person to

Fix their mistake and

Return to the group

Strengthened

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- Restitution is not a payback; it is a pay forward.
 - Restitution restores relationships.
 - Restitution is an invitation not coercion.
 - Restitution teaches the person to look inside.
 - Restitution is looking for the basic need behind the problem.
 - Self restitution is the most powerful tool.
 - Restitution is about “being” not “doing”.
 - Restitution strengthens.
 - Restitution focuses on solutions.
 - Restitution restores one to the group.
- © Diane Gossen

Why People Behave

1. TO AVOID PAIN.
What will happen if I don't do it?
2. FOR RESPECT OR REWARD FROM OTHERS.
What do I get if I do it?
3. FOR RESPECT OF SELF.
Who will I be if I do it?

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FOUR PRINCIPLES OF ABORIGINAL JUSTICE

Family Group Conference, New Zealand

- Reach consensus involving the whole community.
- Reconciliation and restitution rather than punishment.
- Focus is not blame but the wider reasons (needs).
- Restore harmony through learning and healing.

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ACADEMIC ACHIEVEMENT TRACED

6% To teaching techniques and lesson presentations

16% To factors over which the school has no control

78% To the quality of human interaction in the school

Teacher's Handbook, Discipline With Love and Logic,
Cline/Fay Institute © Diane Gossen

Five Reasons To Not Use Rewards

Alfie Kohn

- Impedes performance (students look externally)
- Hidden punitive side
- Negatively effects relationships (perceive others as obstacles)
- Failure to uncover the source of the problem (the need)
- Long term erosion of intrinsic motivation

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FORTUNE 500 LIST

	NOW	1970
Teamwork	1	10
Problem Solving	2	12
Interpersonal Skills	3	13
Oral Communication	4	4
Listening	5	5
Personal/Career Development	6	6
Creative Thinking	7	7
Leadership	8	8
Goal/Setting/Motivations	9	9
Writing	10	1
Organizational Effectiveness	11	11
Computation	12	2
Reading	13	3

Numbers 10, 12, and 13 used to be numbers 1, 2, and 3

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Precursors To Violence

By: James Gilligan

1. Does not feel part of the group.
2. Does not have behaviors to deal with frustration.
3. Shame of being ashamed.

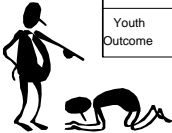
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There are three main parts to the brain to consider when dealing with behavior. The brain stem or reptilian brain deals with survival. It controls all the involuntary functions. The midbrain is the limbic system where feelings register. The amygdala are seated here. The purpose of this organ is to divert bio-chemical energy to the brain stem when fear (flight) or anger (fight) are registered. The frontal lobes are where we process our higher functions. Here we can understand cause and effect, see patterns and think in moral terms.

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Punisher

Adult Does	Yells and Points
Adult Says	If you don't do it I'll....
Legacy	Rebel Blame
Youth Says	I don't care
Youth Outcome	Repeat Offense



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Guilter

Adult Does	Preaches and Shoulds
Adult Says	You should have known better
Legacy	Hide Deny Lie
Youth Says	I'm sorry
Youth Outcome	Low self-esteem



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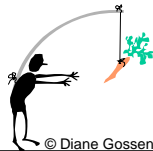
Buddy

Adult Does	Makes excuses for them
Adult Says	Do it for me
Legacy	Dependency
Youth Says	I thought you were my friend
Youth Outcome	Weakness



Monitor

Adult Does	Counts and Measures
Adult Says	What's the rule?
Legacy	Conformity
Youth Says	How high, How far?
Youth Outcome	Consequence oriented



Manager



Adult Does	Asks Questions
Adult Says	What do you believe?
Legacy	Strengthen
Youth Says	What can I do to fix it?
Youth Outcome	Self restitution

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Five Positions of Control

	Avoid Pain		Reward from Others		Respecting Self
	PUNISHER	GUILTER	BUDDY	MONITOR	MANAGER
Teacher Does	Yells and Points	Preaches and "Shoulds"	Makes excuses for them	Counts and Measures	Asks questions
Teacher Says	If you don't do it I'll...	You should have known better	Do it for me	What's the rule?	What do we believe?
Legacy	Rebel Blame	Hide Deny Lie	Dependency	Conformity	Strengthen
Student Says	I don't care	I'm sorry	I thought you were my friend	How high, how far?	What can I do to fix it?
Student Outcome	Repeat offense	Low self-esteem	Weakness	Consequence oriented	Self restitution

EXTRINSIC MOTIVATION
INTRINSIC MOTIVATION

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RULES
Monitor of Consequences

1. What's the rule?
2. What's the consequence?
3. What did you do?
4. What happens now?

BELIEFS
Manager of Restitution

1. What do we believe?
2. Do you believe it?
3. If you believe it do you want to fix it?
4. If you fix it, what does it say about you?

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WEAVING BETWEEN

If you don't _____ I have to _____.

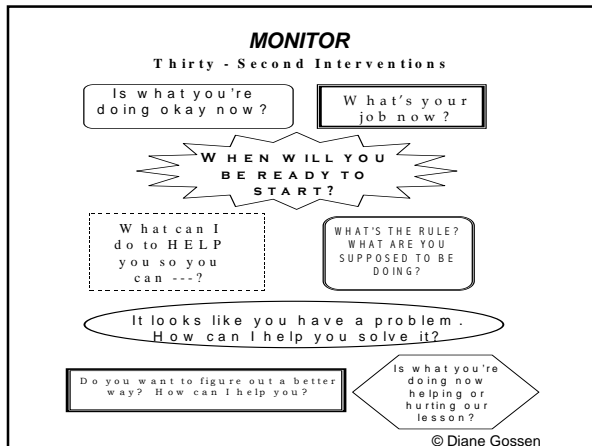
(Give you a consequence -discomfort)

I would rather _____

(Fix it. We both get what we need)

www.realrestitution.com

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Message Research

10% Words

35% Tone

55% Non-Verbal

How you say it is more important than what you say.

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DIFFERENCES BETWEEN PUNISHMENT AND DISCIPLINE

<i>PUNISHMENT</i>		<i>DISCIPLINE</i>	
Anger	Guilt	Consequences	Restitution
•Reinforces a failure identity; only works in the short term		•Essential to building self-discipline and a success identity	
•Unexpected (punisher may be inconsistent)		•Expected (consequences have been established)	
•Too severe (in the eyes of society)		•Reasonable and fair	
•The youth is subjected to anger, guilt, humiliation, or isolation.		•The youth learns a better way or makes a restitution.	
•Weakens the relationship in the long run—youth withdraws or acts out		•Strengthens the relationship in the long run	
•Doubled up – Delayed		•Works on the underlying issue.	
Discuss the different strategies given below.			
MONITOR OF CONSEQUENCES		MANAGER OF RESTITUTION	
Increase the penalty (we tend to reach the maximum penalty quickly)		Redesign the situation (time, space)	
Increase the supervision (staff does not like this)	not	Educate (Discuss and clarify values)	

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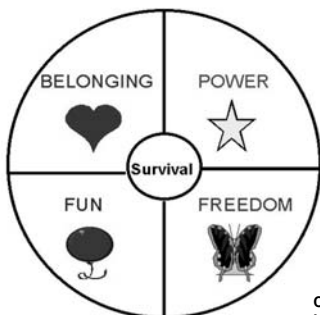
DIFFERENCES BETWEEN CONSEQUENCES AND RESTITUTION

<i>Monitor of Consequences</i>	<i>Manager of Restitution</i>
External evaluation	Self-evaluation
Rule (What's the rule?)	Belief (What's the belief?)
Discomforts the person	Strengthens the person
Imposed by authority	Invited and chosen by the subject
Expedient—takes less than 2 minutes	Time-consuming—needs time for incubation and reflection
Discussed and decided in advance	Created by or with the subject (and sometimes with the victim)
Reactive - Focus on the problem	Proactive - Focus on the solution

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BASIC NEEDS

Belonging
Friendship
Caring
Involvement



Importance
Recognition
Skill
Competence

Pleasure
Enjoyment
Learning
Laughter

Food, clothing, shelter, rest,
exercise, health, savings, sexuality

Choice
Independence
Liberty
Autonomy
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How Do They Learn?

BELONGING

Want to be liked
Very sociable with parents
Work for the teacher
Peers are important
Enjoy cooperative learning

FREEDOM

Want choices
Need to move around
Love to experiment
Not so influenced by others
Try anything new and engaging

POWER

Want to be in control
Observe before trying new things
Distressed by mistakes
Very organized, systematic
Like to be the best

FUN

Want to enjoy work
Enormous concentration
Collectors; love games
Jokesters, clowns
Amusing even when misbehaving

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First Question????

**What need is not being met
and how can we meet that
need?**

Rather than.....

**How can I ~~make~~ this kid do
what I want?**

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**What's It Getting You?
The Needs Behind Misbehavior**

By Bruce Innes, based on the work of Diane Gossen

1. "What were you trying to get by (name the behavior)? Alternative: "What were you avoiding by ___?"
2. Find the need. Listen for statements for the need. If you get an, "I don't know," pass the Needs Tray.
3. If you hear a need, ask: "Should I tell you not to meet your need for?Child answers : "NO!"
4. STATE: "I agree with you."
5. Ask: "Is there a way you can (....meet your need for ...) without disrupting others' needs, so you can have (belonging, fun, freedom, or success)?"

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Restitution Re-Thinking Plan

1. What was your mistake?
2. How did your mistake help you meet your needs?
(Love, Power, Fun, Freedom, Survival)
3. How did you hurt _____'s needs?
4. What plan will help you without hurting someone else?

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DOES IT REALLY MATTER?
 There are certain areas where we do decide it is important to limit a youth. Mark each of the following yes or no.

DOES IT REALLY MATTER?
 Yes No If he sits with his feet on the floor?
 Yes No If she chews gum or not?
 Yes No If they are silent while working?
 Yes No If he does his homework?
 Yes No If he joins an extracurricular activity?
 Yes No If he understands the lesson?
 Yes No If she participates in a class discussion?

These examples are dependent on circumstances and age. There may be a wide diversity in the answers adults give. Usually there is a qualifying condition necessary. If you have answered "Yes" to any of the above, can you give the youth a reason why you are requiring compliance?

YES IF
 1. Say yes as often as you can.
 2. If you can't say "Yes" say "Yes if..." (change from "No, because..." and add the condition necessary to be able to yes to the person.)
 3. When you say no, don't change your mind.

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MY JOB YOUR JOB <i>Teacher & Student</i>	
<p>Teacher - My Job Is...</p> <ol style="list-style-type: none"> 1. Teach 2. Answer questions 3. Give information 4. Demonstrate/give tasks 5. Respect 6. Evaluation 7. Set up standards with input from students 8. Develop beliefs with students 9. Take roll 10. Written documentation 11. Handle discipline 12. Be punctual/available 13. Be current, continue learning 14. Show interest/concern <p>My Job Is Not...</p> <ol style="list-style-type: none"> 1. To think for you 2. To make you do 3. To lend money, be taxi 4. To take or give abuse 5. Make you succeed 	<p>Student - Your Job Is...</p> <ol style="list-style-type: none"> 1. Learn 2. Work with each other 3. Think for yourself 4. Make decisions 5. Come to school prepared to work 6. Ask when you don't understand 7. Give me something to evaluate 8. Self evaluate your work 9. Follow the rules 10. Make plans/Do the work 11. Share our beliefs 12. Be prepared (homework, supplies) 13. Treat others with respect 14. Use restitution <p>Your Job Is Not...</p> <ol style="list-style-type: none"> 1. To do my job 2. To decide for another person 3. To take abuse 4. Discipline others

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BELIEFS AND RULES

- Do your best.
- Respect others.
- Keep your hands to yourself.
- We make mistakes every day; it's how we learn.
- Our class is a friendly place.
- Hand in your work on time.
- Put your equipment in the rack.
- Raise your hand to speak in the class.
- Honor another's point of view.
- Honesty is the best policy.
- One person talks at a time.

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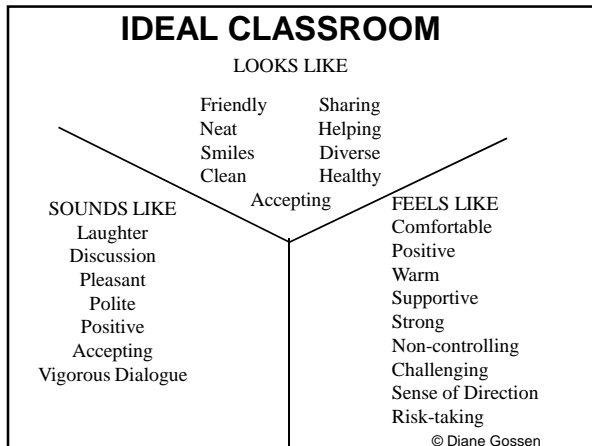
RICHFIELD HIGH SCHOOL BELIEFS

1. We respect one another.
2. We all have a responsibility to make this an educational environment.

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RESPECT	
LOOKS/SOUNDS LIKE:	DOESN'T LOOK/ SOUND LIKE:
<ul style="list-style-type: none"> • Raising hand to speak • Sharing • Letting others play • Laughing - smiling • People having fun • Stopping when someone says stop • Playing together • "Want to play" • "Please" • "Thank you" • Playing games • Reading together • "Would you like to be my friend" 	<ul style="list-style-type: none"> • Kicking • Bad words • Hitting • Calling names • Biting • "I don't want to be your friend" • Ripping books • Running

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Restitution Thinking

1. What do we believe in this class?
2. Is what you are doing helping or hurting the class?
3. What would a great class look like?
4. What could you be doing to help?
5. What's your plan to make this work for you?

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BOTTOM LINES (Totally Unacceptable)	because	BELIEFS (Protected by bottom lines)
No Violence	we believe in	Safety
No Drugs	we believe in	A Healthy Lifestyle
No Harassment	we believe in	Respect for Individual Differences
No Direct Defiance	we believe in	Learning

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DEFIANCE

Looks Like/ Sounds Like	Does Not Look Like/ Sound Like
<ul style="list-style-type: none"> • Profanity directed at an adult • Destructive behavior • Posing a danger to self or others • Making a personal threat (psychological, verbal, physical) • Refusal to follow direct safety instruction 	<ul style="list-style-type: none"> • Rolling eyes • Body language (talk) • Signs and mumbles • Sarcasm • Swearing (in general, not directed) • Stalling or procrastinating
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Violence

Fooling Around

<ul style="list-style-type: none"> • Crowd gathered • Stealing • Tripping • Crying • Bruises • Blood • Broken nose • Two on one (or more) • Kicking down • Person doesn't stop • Don't stop when asked • Shoving/pushing • Throwing stones • Swearing • Screaming/yelling 	<ul style="list-style-type: none"> • Laughing • Running • Stop when asked to • Wrestling (1-on-1) • Giggling • Teasing (friendly) • Smiling • Cheering • Tag/games
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HARASSMENT

Down & Dirty	Up & Clean Joking
<ul style="list-style-type: none"> • Dangerous • Scary, uncomfortable, uneasy • Not everyone is having fun • Afraid to tell, shouldn't tell • Offensive • Talking about private body parts, religion, race, gender, sexuality • Done over and over • Private • Demeaning tone • Someone is laughing • Hurts people • People want to leave, or offend back • Power • Looks like you are a target • Goal is to injure, hurt 	<ul style="list-style-type: none"> • Funny • People are having fun (joker and others) • Something you could tell someone else • Not offensive • Done once • Public • Pleasant, positive tone of voice, upbeat • Both people laugh • Should not hurt • Belonging not power • People stay at the end of the joke • Goal is to make someone laugh and feel good
© Diane Gossen	

CHARACTERISTICS OF RESTITUTION

1. Strengthens the person who has offended.
2. Satisfactory amends to the victim. (Not dependent on acceptance by victim.)
3. Effort required from offender.
4. Little incentive for repetition of the offense.
5. Relevant to the 'offense' where possible.
6. Tied to a higher value, mission statement.
7. No resentment by the planner/helper.
8. Restraint of criticism, guilt, or anger.

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THE HEALING CYCLE

WHO	*Person I Want To Be
WHY	*Universal Beliefs
	*Social Contract
	*Constitution
WHAT	*Rules and Roles
	*Expectations
HOW	*T-charts and Plan

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COULD YOU HAVE DONE WORSE?

(Validate the Need Behind the Behavior)

Select a behavior or mistake.

1. Ask: Could you have done worse? (exaggerate - eg. If aggressing, could you have been more aggressive or withdrawn?)
2. Ask: What was the value you were protecting by the behavior you didn't like in yourself? (Value = Need)
3. Ask: Would it be better to not hold the value - to not be the person you want to be? (No!)
4. Give yourself credit, though it didn't work out the way you wanted it to, it was better than something else you might have done and now you can figure out a better way.

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SELF RESTITUTION

1. I don't like how I am talking to you.
2. My part of the problem is...
 - ...I had information you do not have.
 - ...I was tired and trying to go too fast.
 - ...I was not clear on what I wanted.
 - ...I was scared.
 - ...my expectation was different from yours.
3. Next time I will...

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FAB FIVE

I'm not interested in...



I'm only interested in fixing.

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NBA

A quick acronym for Restitution questions is NBA

<p style="text-align: center;">N Needs</p> <ul style="list-style-type: none"> Think about what you need. What need of other person was hurt? Can you both get what you need?
<p style="text-align: center;">B Beliefs</p> <ul style="list-style-type: none"> What are your family beliefs about this? What do we believe in our class? Do you believe it?
<p style="text-align: center;">A A Human Being</p> <ul style="list-style-type: none"> Think about the kind of person you want to be in this situation. Are you a person who wants to fix things? Do you want to keep going when the going gets rough?

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Restitution I Tools

- Does it Really Matter
- Yes, if...
- My Job/Your Job
- 30 second interventions
- Fab Five
- Weaving
- Self Restitution
- NBA
- Needs
- Beliefs/Classroom Agreements
- Bottom Lines Protect Beliefs
- Restitution Triangle

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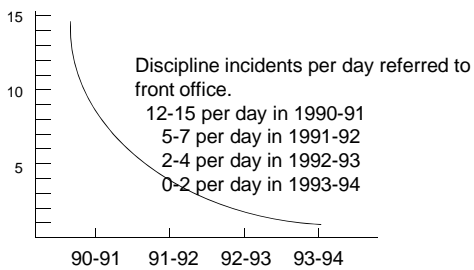
Interested in Learning More?

- Text references:
- By Diane Gossen
 - 1) *Restitution: Restructuring School Discipline*
 - 2) *It's All About We, Rethinking Discipline Using Restitution*
- By Diane Gossen & Judy Anderson
 - 3) *Creating the Conditions, Leadership for Quality Schools*
- By Alfie Kohn
 - 4) *Punished by Rewards*
 - 5) *Beyond Discipline: From Compliance to Community*
- By William Glasser
 - 6) *The Quality School*
- By Steven Covey
 - 7) *The 7 Habits of Highly Effective People*
 - 8) *Principle-Centered Leadership*
- By Eric Jensen
 - 9) *Brain-Based Learning*
 - 10) *Teaching With the Brain In Mind*
- Contact Diane Gossen
 - Website: www.realrestitution.com
 - 1-800-450-4352

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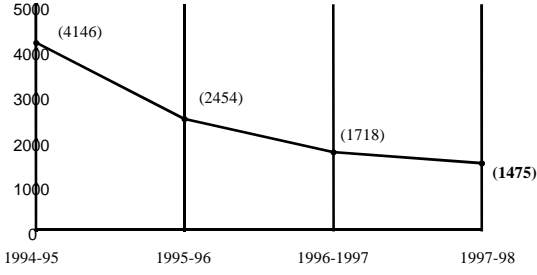
Grady Brown Elementary School

Hillsborough, NC



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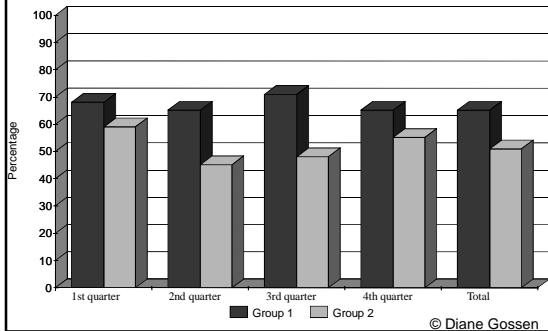
West Middle School Discipline Referral Totals – 1994-1998



Drop of discipline referrals 2671 - 64%

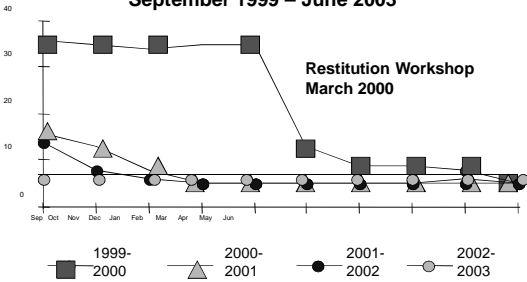
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West Middle School, Rockford, Illinois Comparison of Percentage of Two Groups Achieving a GPA of 2.0 or Better

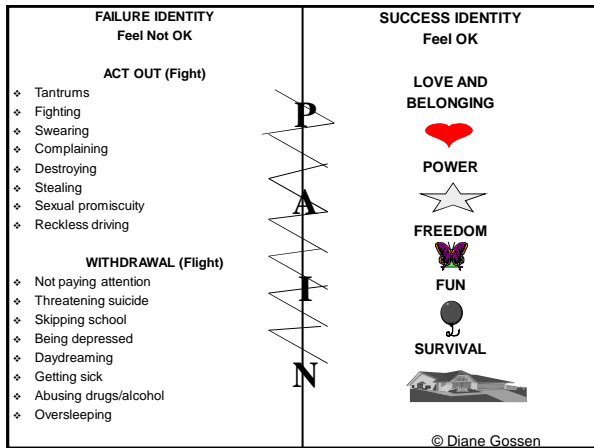


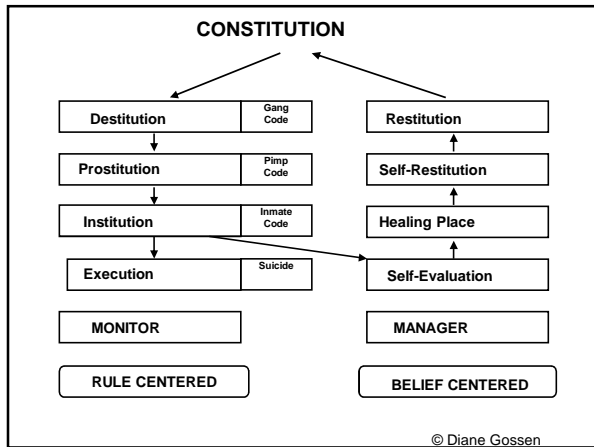
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Princess Alexandra Community School September 1999 – June 2003



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- Staff Learn:**
- Staff take RT/CT so that they understand needs and the behavior and the Reality Therapy questions.
 - Staff does their personal beliefs; then their beliefs as a staff. They do T-charts in one or two beliefs to take them from an abstract to an operative level.
 - Beliefs are done with youth. T-charts are done.
 - Staff establishes bottom lines together and discuss the role of the administrator.
 - Staff do my job/your job (It is also suggested it be done with assistants, bus drivers, etc...)
 - A letter goes to parents explaining moving from consequences only to helping students repair their mistakes.
 - Administrator models:
 - Does it really matter?
 - Okay to make a mistake
 - Could you have done worse?
 - Self-evaluating and self-restitution
 - The process of shifting from external to internal will be facilitated by a book study of *Beyond Discipline* by Alfie Kohn.
- © Diane Gossen

Students Learn:

- They have 5 needs.
- They have good and bad behaviors to meet their needs. All behavior is purposeful.
- They have 4 parts to their behavior.
- They think about what they believe.
- They do an activity around the "Person I Want To Be".
- They do class rules.
- They learn the 5 positions of control or the 3 reasons people behave.
- They learn the difference between a consequence and a restitution.
- They learn it's OK to make a mistake. We can fix it.
- They learn to talk about their behavior rather than other peoples.

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